



***The Mission of Iowa's Adult Literacy Statewide Program is to provide accessible, quality instruction that develops life, work and literacy skills.***

**To accomplish our mission, Iowa's Adult Literacy Leadership supports the following core values:**

- Students and their achievement will be our first priorities.
- Data integrity will be expected on the state and local levels.
- Ongoing, sustainable professional development is essential for well trained staff.
- A continuous program improvement model drives state and local efforts.
- Our work will be responsive, transparent, equitable and auditable for quality and compliance with federal, state and local requirements.
- Research and innovation will guide Iowa's programs into the future.
- Cultural understanding, respect and integrity will be integrated in all programs.
- Partnerships with community are necessary for program success.

**Vision Statements:**

1. Adult literacy services are available for adults who lack the basic educational skills or English language skills necessary in order to negotiate life, be employed and model successful learning for their families.
2. Local administrators, community leaders and state government value and embrace our mission to provide adult literacy for all Iowans.
3. Funding is earmarked specifically for Adult Literacy to ensure quality classrooms and curriculum.
4. Qualified and reasonably compensated teachers and program leaders, both new and experienced, are motivated to participate in professional development opportunities that provide them with a range of knowledge about sound, research-based practices.
5. Quality programs that are responsive and efficient support persistent and engaged students in their efforts to achieve their educational goals, serve as positive educational role models for their children and move into the workforce as responsible citizens who are fully capable of meeting life's demands.
6. Strong partnerships exist with local workforce offices and other community resources, so we can use our respective agency strengths, expertise, and funding sources to help adults be prepared for success in work, community and family endeavors with a seamless process.
7. Varied, flexible, innovative and research-supported instructional opportunities and materials are used to meet the learning styles and needs of our student population as they strive to gain the basic literacy, numeracy, digital literacy, and English language skills needed in the workplace and to transition to post secondary education and training.
8. Cultural understanding and respect are evident throughout Adult Literacy programs.

<b>1. Adult literacy services are available for adults who lack the basic educational skills or English language skills necessary in order to negotiate life, be employed and model successful learning for their families.</b>				
<i>What gaps exist between this part of our shared vision and reality?</i> Adults and agencies are unaware of the overall scope of the Adult Literacy grant, what services could be provided in addition to GED preparation and English language acquisition. Iowa needs to market Adult Literacy for basic skills improvement and transitional services.				
<i>In general terms, what needs to happen to move current reality to ideal vision?(BROAD GOAL)</i> Expanding awareness of what basic skills/transitions/ABE services adults can access through grant funded programming.				
<b>To reach the BROAD GOAL, what are the steps we need to take?</b>	<b>Timeline</b>	<b>Success Indicator/Measure to be Used</b>	<b>Lead Role/Person Responsible</b>	<b>Resources Needed</b>
Develop statements/marketing which articulates the breadth and scope of services provided by the grant.	Fall 2011	Completed documents to share with instructors, partners and students	ABE Coordinator /DE	Funding to develop a flyer, marketing campaign.
Help teachers and program staff articulate to students, internal and external partners the broad range of services that Adult Literacy funding can provide.	Ongoing during PY 2011.	Each program will set goals, and will do outreach to PPC, internal/external partners	ABE Coordinator State Staff Development	Professional development funds for workshops
Increase teacher knowledge of basic skills services/transitions services that we can provide. Present at tri-folds , ABE Institute, local program in-services	Spring 2012	100% of current GED/ABE/ESL staff will have information	State Staff DE ABE Coordinators	Workshop Presenters

<b>2. Local administrators, community leaders and state government value and embrace our mission to provide adult literacy for all Iowans.</b>				
<i>What gaps exist between this part of our shared vision and reality?</i> Workforce Regions and Adult Literacy Programs operate under 15 different models and partnerships range from very integrated, cooperative one-stops to just-co-existing agencies.				
<i>In general terms, what needs to happen to move current reality to ideal vision?(BROAD GOAL)</i> Workforce /Adult Literacy partnerships should operated within defined parameters to assure continuity and cooperation in partnerships across the state.				
<b>To reach the BROAD GOAL, what are the steps we need to take?</b>	<b>Timeline</b>	<b>Success Indicator/Measure to be Used</b>	<b>Lead Role/Person Responsible</b>	<b>Resources Needed</b>
Examine partnership models in Iowa. Appoint a committee with representatives from WF, Adult Literacy, and the DE.	September 2010 to January 2011	Models across the state are defined and documented.	WF and DE Directors	Access to current models. Money to finance meetings.
Develop a model that will strengthen local partnerships and reduce conflict.	February - June 2011	Share model in a meeting with representatives from the 15 regions/colleges.		

<b>3. Funding is earmarked specifically for Adult Literacy to ensure quality classrooms and curriculum.</b>				
<i>What gaps exist between this part of our shared vision and reality?</i> Currently, Iowa relies solely on federal funding for the operation of its adult literacy programs, as well as supplemental grant opportunities. Unfortunately, this leaves Iowa with a funding source that at times can be inconsistent and does not fully address the needs of Iowa's adult literacy learners.				
<i>In general terms, what needs to happen to move current reality to ideal vision?(BROAD GOAL)</i> To move to an ideal vision, an annual appropriation from the state legislature for adult literacy needs to occur.				
<b>To reach the BROAD GOAL, what are the steps we need to take?</b>	<b>Timeline</b>	<b>Success Indicator/Measure to be Used</b>	<b>Lead Role/Person Responsible</b>	<b>Resources Needed</b>
Work with constituency bases to increase awareness and understanding of the critical role adult literacy plays in improving people's lives.	ASAP	Targeted state funding provided by legislature for adult literacy.	All I-SALT	PR Materials (postcards) Letters
Advocacy on the part of the Department of Education for adult literacy funding to be seen as a tool for economic development.	ASAP	Targeted state funding provided by legislature for adult literacy.	DE Administration IACCT CC Presidents	

<b>4. Qualified and reasonably compensated teachers and program leaders, both new and experienced, are motivated to participate in professional development opportunities that provide them with a range of knowledge about sound, research-based practices.</b>				
<i>What gaps exist between this part of our shared vision and reality?</i> <ul style="list-style-type: none"> <li>• Unable to pay wages to attend offered professional development (PD).</li> <li>• Inability to attend PD due to other jobs.</li> <li>• Part-time staff do not feel part of the "team" due to distance and/or level of employment.</li> </ul>				
<i>In general terms, what needs to happen to move current reality to ideal vision?(BROAD GOAL)</i> <ul style="list-style-type: none"> <li>• Provide programs with more funding for staff development activities to pay instructional staff and increase teacher hours.</li> <li>• Schedule PD during hours convenient for teachers.</li> <li>• Keep instructors better informed of program/state information.</li> <li>• Research alternated delivery models.</li> </ul>				
<b>To reach the BROAD GOAL, what are the steps we need to take?</b>	<b>Timeline</b>	<b>Success Indicator/Measure</b>	<b>Lead Role/Person Responsible</b>	<b>Resources Needed</b>
Examine staff development funding while working on new funding formula.	During PY 2011	Increase in # of PD participants	PBF committee	Funding, PBF Committee results
Vary PD times each year to provide for wider range of schedules and research alternate delivery models.	During PY 2011	Increase in # of participants	Local coordinator/State Staff Dev. Consultant	
Provide a statewide teacher/staff face-to-face. (Rather than always bringing in training materials, give them time to share classroom strategies, build relationships, discuss concerns/issues.)	During PY 2011	Program quality/improved teacher attitude	State Consultant	Time, funding for travel, food and room
Work with state and federal officials to increase alternative funding options using other states as an example of possible financial buy-in (WA, OR).	During PY 2011	Collaboration with stakeholders who will promote and move policy towards increased funding.	State Consultant	Identify a public official with strong relationships with other states and who understands the ABE world.

**5. Quality programs that are responsive and efficient support persistent and engaged students in their efforts to achieve their educational goals, serve as positive educational role models for their children and move into the workforce as responsible citizens who are fully capable of meeting life's demands.**

*What gaps exist between this part of our shared vision and reality?*

- This vision is for approximately 25% of students who walk through our doors. These are the 25% who stay and complete the program or meet their goal(s). Approximately 50% of students leave before participating in 12 hours of instruction---another 25% leave before attaining 40 hours. This reflects that a majority of students walking through the doors are not engaged and /or persistent.
- Limited funding prevents programs from being truly responsive to the levels expected by OVAE. (Example---rural areas are extremely limited in terms of hours of instruction. Many provide 1-2 evenings/week of instruction. It can be very difficult for a student to receive 40 hours of classroom instruction).

*In general terms, what needs to happen to move current reality to ideal vision?(BROAD GOAL)*

Advocate for increased funding and market our program services.

To reach the BROAD GOAL, what are the steps we need to take?	Timeline	Success Indicator/Measure to be Used	Lead Role/Person Responsible	Resources Needed
Advocate for funding: <ul style="list-style-type: none"> <li>• Postcard campaign</li> <li>• Promote I-SALT</li> <li>• Encourage visits to the Hill</li> </ul>	Ongoing	Increased funding; increase in recruitment and retention	(Difficult because ALL are tapped out) DE Rep. and ABE program reps	\$ for postcard campaign and keep I-SALT alive
Marketing: 1)Mass marketing campaign---post info @ Caseys (for example)---a business that is in nearly every small town across Iowa or Kwik Trip or McDonalds, etc. 2) Market to partners and provide public announcements on a regular basis	Ongoing	Increased recruitment and retention	DE Rep and ABE program reps.	\$ for printing and other marketing costs.

**6. Strong partnerships exist with local workforce offices and other community resources, so we can use our respective agency strengths, expertise, and funding sources to help adults be prepared for success in work, community and family endeavors with a seamless process.**

*What gaps exist between this part of our shared vision and reality?*

Workforce Regions and Adult Literacy Programs operate under 15 different models and partnerships and range from very integrated, cooperative one-stops to just-co-existing agencies.

*In general terms, what needs to happen to move current reality to ideal vision?(BROAD GOAL)*

Workforce /Adult Literacy partnerships should operate within defined parameters to assure continuity and cooperation in partnerships across the state.

To reach the BROAD GOAL, what are the steps we need to take?	Timeline	Success Indicator/Measure to be Used	Lead Role/Person Responsible	Resources Needed
Examine partnership models in Iowa. Appoint a committee with representatives from WF, Adult Literacy, and the DE.	January 2011	Models across the state are defined and documented.	IWD and DE Directors	Access to current models. Money to finance meetings.
Develop a model that will strengthen local partnerships and reduce conflict.	February - June 2011	Share model in a meeting with representative from the 15 regions/colleges.		

**7. Varied, flexible and innovative instructional opportunities and materials meet the learning styles/needs of our student population as they strive for gain basic literacy, numeracy, digital literacy, and English language skills that are needed in the workplace.**

*What gaps exist between this part of our shared vision and reality?*

- The biggest gap that exists is having enough funds. Funds to adequately prepare teachers to deliver innovative and up-to-date instruction, to attend staff development opportunities, to purchase innovative materials, to train coordinators.
- Staff development remains a significant hurdle, especially for those in rural areas. Technology can help, but access to it is not always possible and adult literacy practitioner use lags behind real world use.

*In general terms, what needs to happen to move current reality to ideal vision?(BROAD GOAL)*

Strong commitment from all parties to pay for better staff development and then hold teachers more accountable for use of knowledge gained.

<b>To reach the BROAD GOAL, what are the steps we need to take?</b>	<b>Timeline</b>	<b>Success Indicator/Measure to be Used</b>	<b>Lead Role/Person Responsible</b>	<b>Resources Needed</b>
Practitioner survey	Complete by end of FY11	Response from 90% of field	Local ABE coordinator	Need to write a survey or find one we can adapt
Targeted staff development on specific topics identified by needs survey	On-going	Greater student achievement as measured by CASAS and other evaluation tools	DE	Funds; cohesive work on the part of ABE coordinators
Agreement by DE and coordinators on evaluation tool for digital literacy skills	End of FY12?	Student achievement as measured by agreed upon evaluation tool	State team	Time to investigate existing evaluation tools